

Name	Marita Diffenbaugh
School	Star Elementary
Course	ED550 – Arts Powered Schools
Lesson	Celebrating Diversity Through the Arts – Mexican American Folk Art – “Mexican Hat Dance”

Humanities Lesson Plan Visual and Performing Arts

STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Target Area: Understand the historical and cultural contexts of the visual and performing arts.

Cultural Context

Historical Context

Content Knowledge:

Identify dances associated with particular places and events.

Identify historical events or scientific discoveries that have influenced dance.

Describe the role dance plays in today’s society.

Explain the objective(s) of this lesson:

Students will learn about the cultural significance of the “Mexican Hat Dance.”

Students will learn about the historical events that led to making the “ National Folk dance” of Mexico the “Mexican Hat Dance.”

Students will brainstorm places they have seen the “Mexican Hat Dance” in there own world. (ie. Bugs Bunny cartoons...)

Describe the activity that will help students fulfill the lesson objective(s):

1. Read the sheet of background knowledge about the “Mexican Hat Dance” to the students.

2. Discuss why countries have national anthems or dances. Explain why the “Mexican Hat Dance” was chosen for Mexico’s National Folk Dance. Define folk, sombrero, national, tempo, beat etc. Share the word “ole” with the students. Have them practice shouting this out as if it was the word “hooray.”
3. Play the music for the dance and ask students to feel the beat. Have them repeat 1, 2, 3, and 4; first aloud and then in their heads. Have them listen to the music and explain how the tempo gets faster as the dances goes on.
4. Invite a couple of student volunteers to walk through the steps of this dance while you read each one aloud; model when necessary. Have all of the students shout “ole” at the appropriate time.
5. Have all students stand up and imagine they have their own sombrero and walk through the steps while they are being read aloud.
6. Add music quietly in the background while continuing to lead the students through the steps of the “Mexican Hat Dance.”
7. Finally, add a partner and music and run through the steps. Remind them to move in a way of celebration and joy.

Suggested Materials

- Background information sheet about “Mexican Hat Dance”
- Music for “Mexican Hat Dance”
- CD or Tape Player
- Sombreros
- Illustrations of “Mexican Hat Dance” performance
- www.mexicoforkids.com (Great resource!)

Student/teacher preparation required
Open space for students to dance in
Have music cued to the “Mexican Hat Dance”

Length of lesson
30-45 minutes

Assessment used to measure objective(s)
Informal Teacher Observation & Performance Rubric

Ideas for coordinating with other subject areas

Mathematics – Patterns and Sequencing
Social Studies – Cultural Influences

Name	Marita Diffebaugh
School	Star Elementary
Course	ED 550 – Arts Powered Schools
Lesson	Celebrating Diversity Through the Arts – Mexican- American Folk Art - Alebrijes

Humanities Lesson Plan Visual and Performing Arts

STANDARD TWO: Conduct structural analysis, engage in reasoned argument and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Target Area: Demonstrate informed judgement about philosophical, aesthetic, or ethical arts issues.

Reasoned Argument/Informed judgment (analysis of the arts)

Philosophical/Aesthetic Issue (demonstrate meaning and importance of the arts, use arts vocabulary)

Ethical Issue (legal, moral implications of the arts)

Content Knowledge:

Compare one's own response to a work of art to another student's response.

Show how expression in art causes different responses from viewers.

Explain the objective(s) of this lesson:

Students will observe a variety of alebrijes and compare their findings with another student's observations.

Students will explain how each part of the alebrijes shows a certain expression to them.

Describe the activity that will help students fulfill the lesson objective(s):
<p>Read background knowledge sheet aloud – This includes how alebrijes became a Mexican Folk Art and gives some information about the artist.</p> <p>Show Powerpoint of traditional Mexican Alebrijes</p> <p>Ask students what they see (ie..donkey’s tail, butterfly wings, ...) They can write these observations down or share with a partner.</p> <p>Extension- Interpretation of the Alebrijes – Make sure to explain that each person is entitled to their own unique interpretation. There are no right or wrong answers.</p>

<p>Suggested Materials</p> <p>Background Information Sheet on Alebrijes Powerpoint Presentation</p>
<p>Student/teacher preparation required</p> <p>Check for technical problems with computers and test the presentation.</p>
<p>Length of lesson 30 – 45 minutes</p>
<p>Assessment used to measure objective(s) Informal teacher participation of individual and partner participation</p>
<p>Ideas for coordinating with other subject areas</p> <ul style="list-style-type: none"> • Creative Writing – Use as a prompt • Science – Anatomy • Language Arts – Compare/Contrast

Name	Marita Diffenbaugh
School	Star Elementary
Course	ED 550 – Arts Powered Schools
Lesson	Celebrating Diversity through the Arts – Mexican – American Folk Art – Yarn Art

**Humanities Lesson Plan
Visual and Performing Arts**

STANDARD THREE: Communicate in the humanities disciplines through application and creative expression.

Target Area: Communicate the visual and performing arts through application of artistic concepts, knowledge, and skills.

Communicate through creative expression

Content Knowledge:

Demonstrate how different media, techniques, and processes are used to communicate ideas.

Name and use different art materials.

Target Area: Communicate the visual and performing arts through application of artistic concepts, knowledge, and skills.

Create work of art

Explain the objective(s) of this lesson:

Students will try to display a message through color choice, texture, patterns...to communicate their own ideas.

Students will use yarn, wool, and other pieces of fabric to create a work of art.

Describe the activity that will help students fulfill the lesson objective(s):

Students will view examples of Mexican Yarn Art using the Powerpoint Presentation.

Students will observe patterns, colors, sequencing ... while viewing the

illustrations.

Students will follow a simple pattern and use a variety of materials to create their own yarn art.

* Extension – Students can enrich the pattern given to them or change the pattern completely to suit their own needs.

Suggested Materials

Powerpoint Presentation of Mexican Yarn Art samples

Simple Yarn Art Pattern

Square or rectangle of heavy cardboard for each student

Different colors of yarn

Bits of wool or other heavy fabric

Tacky glue

Scissors

Pipe Cleaners (optional)

Student/teacher preparation required

Gather supplies and place some at each work space

Be prepared to play the Powerpoint Presentation

Length of lesson

60 minutes

Assessment used to measure objective(s)

Teacher/Student Made Rubric

Ideas for coordinating with other subject areas

Math – Patterns, Sequencing, Colors, Symmetry

Social Studies – Mexican Heritage